

# **Sound Bites of Nutrition Infant Nutrition, Part One**

## **Activity Instruction Guide**

**WIC Training Section**

**Bureau of Nutrition Services**

**Texas Department of Health**

**December 1999**

**Presenters:** Elizabeth Bruns, Victoria Cummings, Shirley Ellis,  
Nancy Liedtke, Linda Prentice MD, Janet Rourke



# **Infant Nutrition, Part One**

## **Objectives:**

1. Identify at least 3 reasons of how nutrition can impact the normal growth and development of an infant.
2. Identify normal growth and developmental signs in an infant.
3. State the usual times when growth spurts occur.
4. Explain why breastmilk is the preferred method of infant feeding.
5. Identify the nutrient roles of fat, protein and carbohydrates found breastmilk and infant formulas.
6. Explain the risk of feeding milks other than breastmilk and infant formulas to an infant.
7. List two protective factors in human milk and explain how each factor protects the infant.
8. Identify infant hunger cues.
9. Identify signs of sufficient intake.
10. Discuss the nutritional needs of an infant.
11. Identify developmental signs for the introduction of solids.
12. State introduction of solid recommendations in regards to food texture, method of feeding, and serving size.
13. Identify situations which warrant a referral to a physician and/or a lactation consultant.
14. Identify 3 resources for obtaining answers to breastfeeding questions.

# **AGENDA**

## **I. Pre-Workshop - 8:30 a.m. to 9:00 a.m. Central Standard Time**

- Sign-in, Pre-test, Activities

## **II. Telecast - 9:00 a.m. to 1:00 p.m. Central Standard Time**

- A. Introduction
- B. Early Development
- C. Composition of Milks
- D. The Art of Baby Watching
- E. Nutrient Issues Before Six Months
- F. Growth Charts
- G. Development of the Older Infant
- H. Nutrient Issues After Six Months
- I. Dietary Guidelines and Age Appropriate Foods and Serving Sizes
- J. When to Make a Referral
- K. Resources
- L. Nutrition News Break

LUNCH - 1:00 p.m. to 2:00 p.m. Central Standard Time

## **III. Post-Workshop 2:00 p.m. to 3:30 p.m. Central Standard Time**

- Activities, Post-test, Evaluation

## **Infant Nutrition, Part One**

### **Activity Schedule**

#### **Pre-Workshop Activity**

Purpose of Infant Nutrition

#### **Telecast Activities**

Nutrient Roles of Fat, Protein & Carbohydrates Found in Breastmilk and Infant Formula

The Art of Baby Watching

Infant Growth Chart Activity

Nutrient Issues Before Six Months

Nutrient Issues After Six Months

Infant Feeding Recommendations - word search game

When to Refer - crossword puzzle

#### **Lunch**

Colorado Counseling Video

Bright Ideas table

#### **Post-Workshop Activity**

Developmental Stages During Infancy

Composition of Breastmilk

Resources & Referrals

## **Purpose of Infant Nutrition**

**Objective:** List reasons why infant nutrition is important.

### **Instructions:**

#### **Part 1**

1. Give each attendee 2 index cards.
2. Have the attendees write down on one card the most important thing why you think nutrition is important for a baby. Then have them mark the back side of the card as A.
3. Have the attendees write down the most important thing why breastmilk is optimal nutrition for babies on the other card. Have the attendees mark the back side B.

**(Approximately 2 minutes)**

#### **Part 2**

1. Have the attendees get into groups of 5-6. Have everyone put their index cards together in a pile. Separate As and Bs.
2. Provide each group with a sheet of flip chart paper and a marker.
3. Have each group choose a scribe to write on the flip chart.
4. The group will review the cards.
5. The scribe will divide a flip chart into 2 columns. The group will discuss and write down all the As in column one.
6. Have the group discuss and write down all the Bs in column two.
7. If time allows have the groups share their flip chart with the rest of the class.

**(Approximately 13 minutes)**

### **Time**

15 minutes

### **Materials**

- Index cards, 2 per attendee
- Flip chart paper and color markers
- Tape to post flip chart paper

**Pre-Workshop Activity**

## **Nutrient Roles of Fat, Protein and Carbohydrate found in Breastmilk and Infant Formula**

**Objective:** Identify the nutrient roles of fat, protein and carbohydrate found in breastmilk and infant formula.

**Instructions:**

1. The attendees will be filling out the Nutrient Roles worksheet using the information in the training guide and the information in the Perspectives in Nutrition textbook on pages 582-584.
2. Attendees can work individually or with a partner.
3. The attendees will list three nutrient roles for each of the nutrients listed.

**Total Time:**

Approximately 6 minutes

**Materials Needed:**

- Nutrient Roles worksheet found in the training guide.
- Perspective in Nutrition textbook

**Nutrient Roles  
of  
Fat, Protein and Carbohydrates Found in Breastmilk and Formula**

<b>Nutrient</b>	<b>Role</b>
<b>Fat</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<b>Protein</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<b>Carbohydrate</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>



## The Art of Baby Watching

**Objective:** Identify hunger cues in infants.

**Instructions:**

1. The attendee will be using the Art of Baby Watching worksheet.
2. The task is for the attendees to match the action with the hunger cue.
  - If the attendee feels the action is a **Early Hunger Cue** they will place an **E** in the blank.
  - If the attendee feels the action is an **Active Hunger Cue** they will put an **A** in the blank.
  - If the attendee feels the action is a **Late Hunger Cue** they will put a **L** in the blank.

**Approximate Time:**

3 minutes

**Materials:**

- The Art of Baby Watching worksheet found in the training guide.

**Telecast Activity**

## The Art of Baby Watching

Below is a list of hunger cues. Determine which stage of hunger each event is occurring in.

- If you think the action is an **Early Hunger Cue**, put an **E** in the blank.
- If you think the action is an **Active Hunger Cue**, put an **A** in the blank.
- If you think the action is a **Late Hunger Cue**, put a **L** in the blank.

\_\_\_\_\_ Moving head frantically from side to side.

\_\_\_\_\_ Sucking on lip

\_\_\_\_\_ Rooting

\_\_\_\_\_ Fussing

\_\_\_\_\_ Sucking on fingers and fists

\_\_\_\_\_ Furrowing brow

\_\_\_\_\_ Smacking lips

\_\_\_\_\_ Fidgeting

\_\_\_\_\_ Crying

\_\_\_\_\_ Sucking on the tongue

## The Art of Baby Watching

### Answer Key

Below is a list of hunger cues. Determine which stage of hunger each event is occurring in.

- If you think the action is an **Early Hunger Cue**, put an **E** in the blank.
- If you think the action is an **Active Hunger Cue**, put an **A** in the blank.
- If you think the action is a **Late Hunger Cue**, put a **L** in the blank.

<b>L</b>	Moving head frantically from side to side.
<b>E</b>	Sucking on lip
<b>A</b>	Rooting
<b>A</b>	Fussing
<b>E</b>	Sucking on fingers and fists
<b>L</b>	Furrowing brow
<b>E</b>	Smacking lips
<b>A</b>	Fidgeting
<b>L</b>	Crying
<b>E</b>	Sucking on the tongue

## **Infant Growth Chart Activity**

**Objective:** Explain what the growth status is for an infant by looking at a growth chart.

**Instructions:**

1. In small groups (3 - 4 people), have attendees review the growth chart.
2. Have the group discuss their interpretation of the growth chart.
3. Answer the questions on the Infant Growth Chart Activity sheet in the training guide.

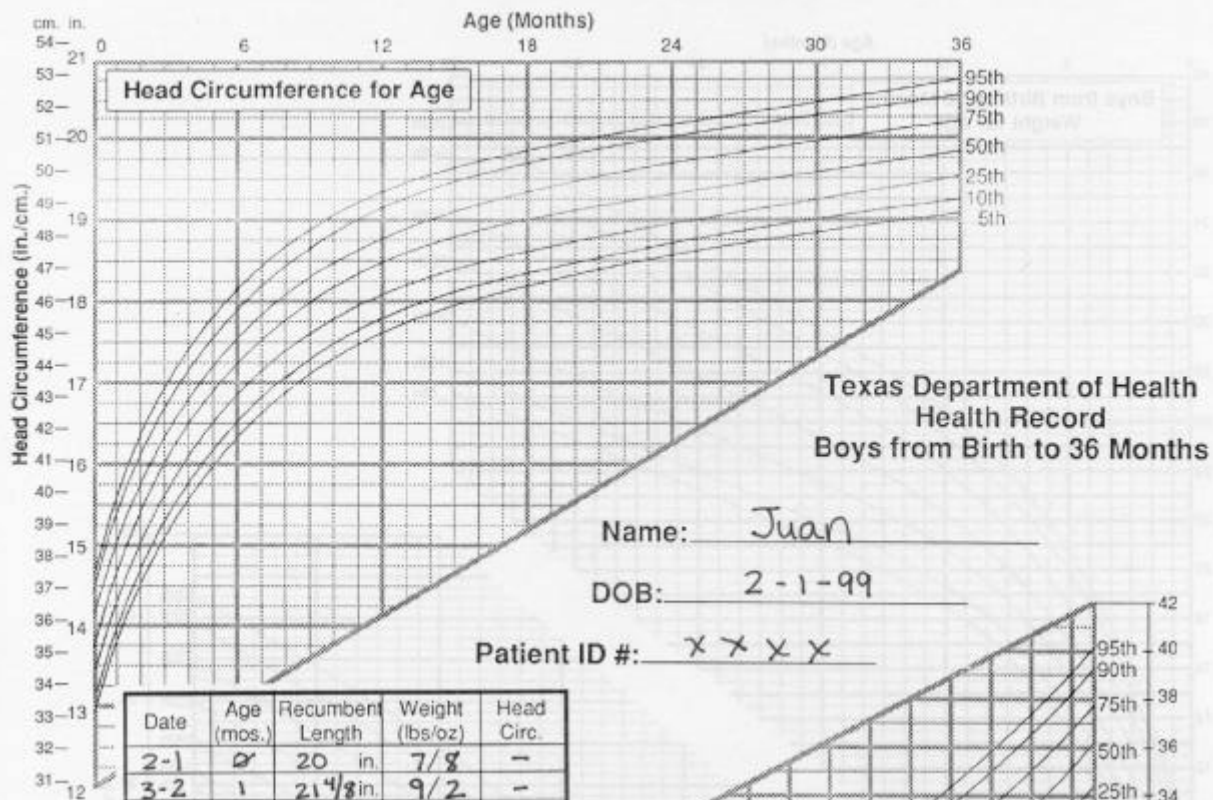
**Time:**

5 minutes

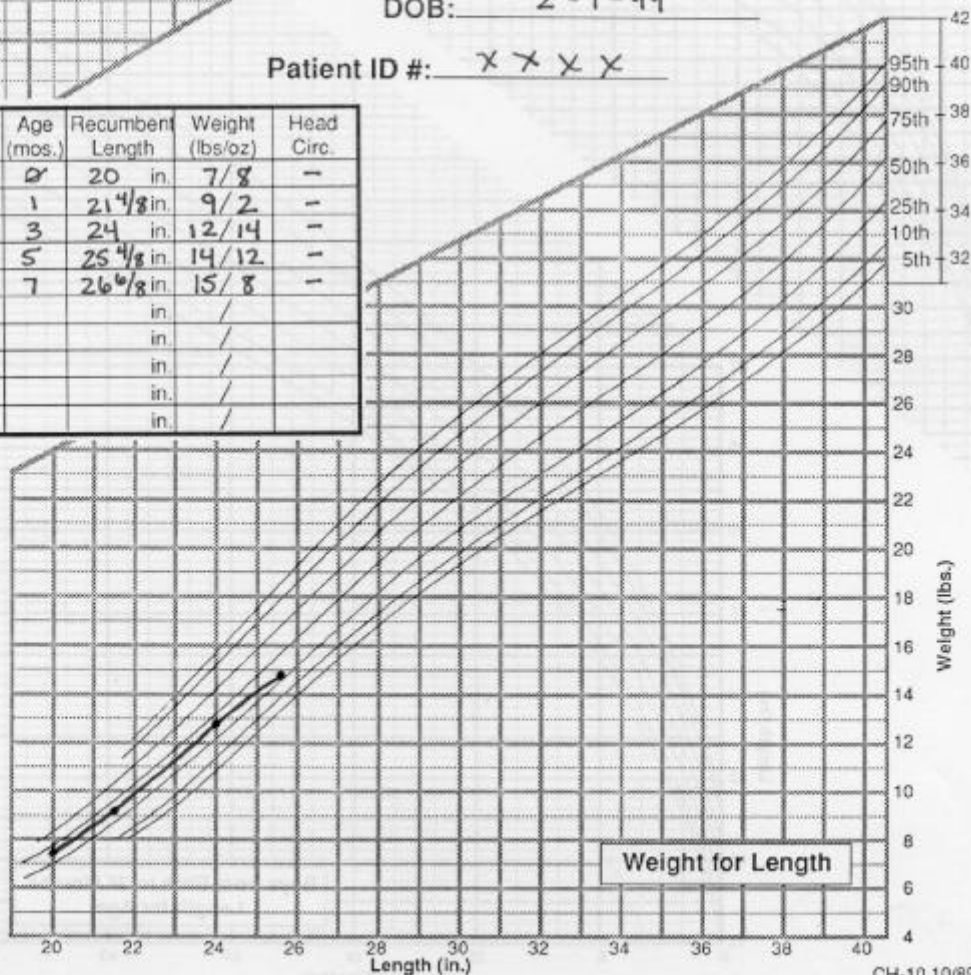
**Materials:**

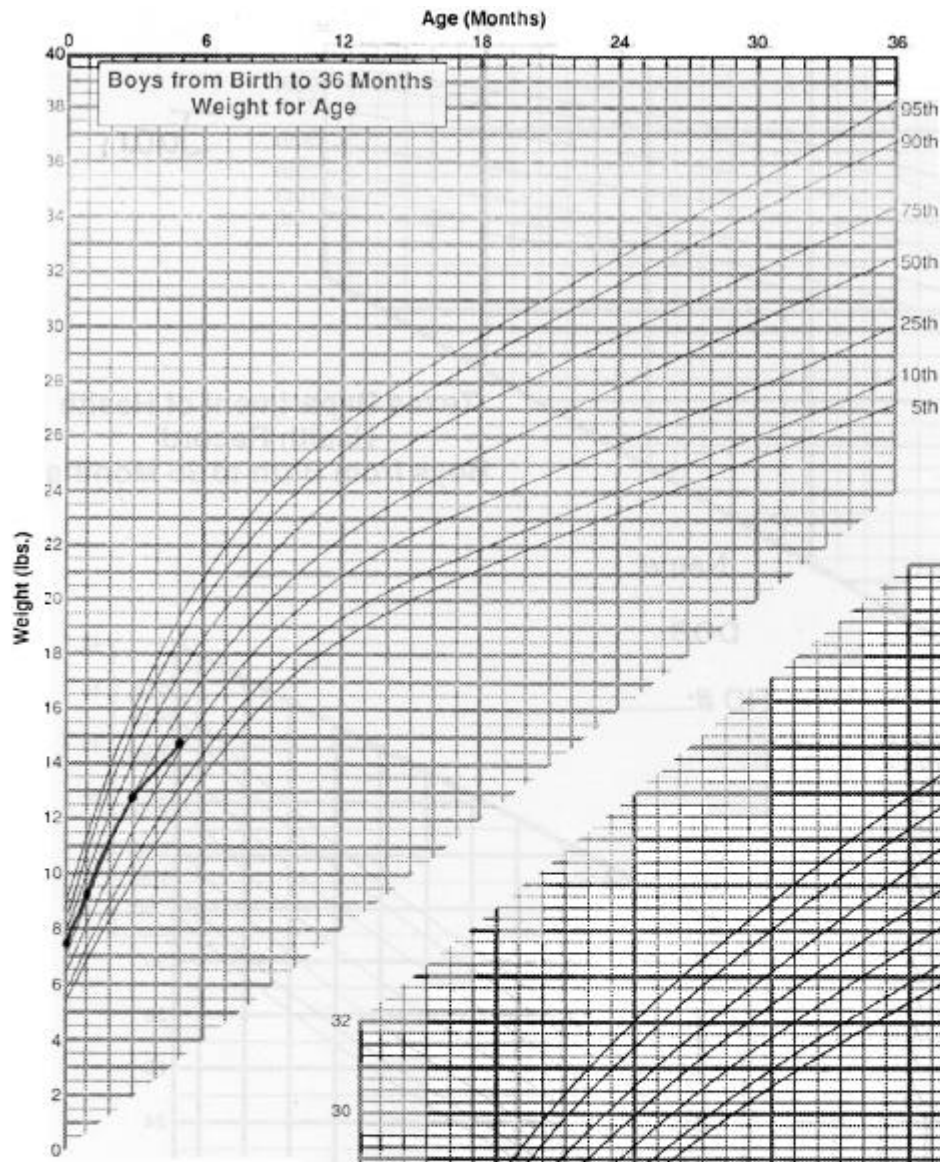
- Infant Growth Chart Worksheet in training guide
- Sophie's Growth Charts

**Telecast Activity**

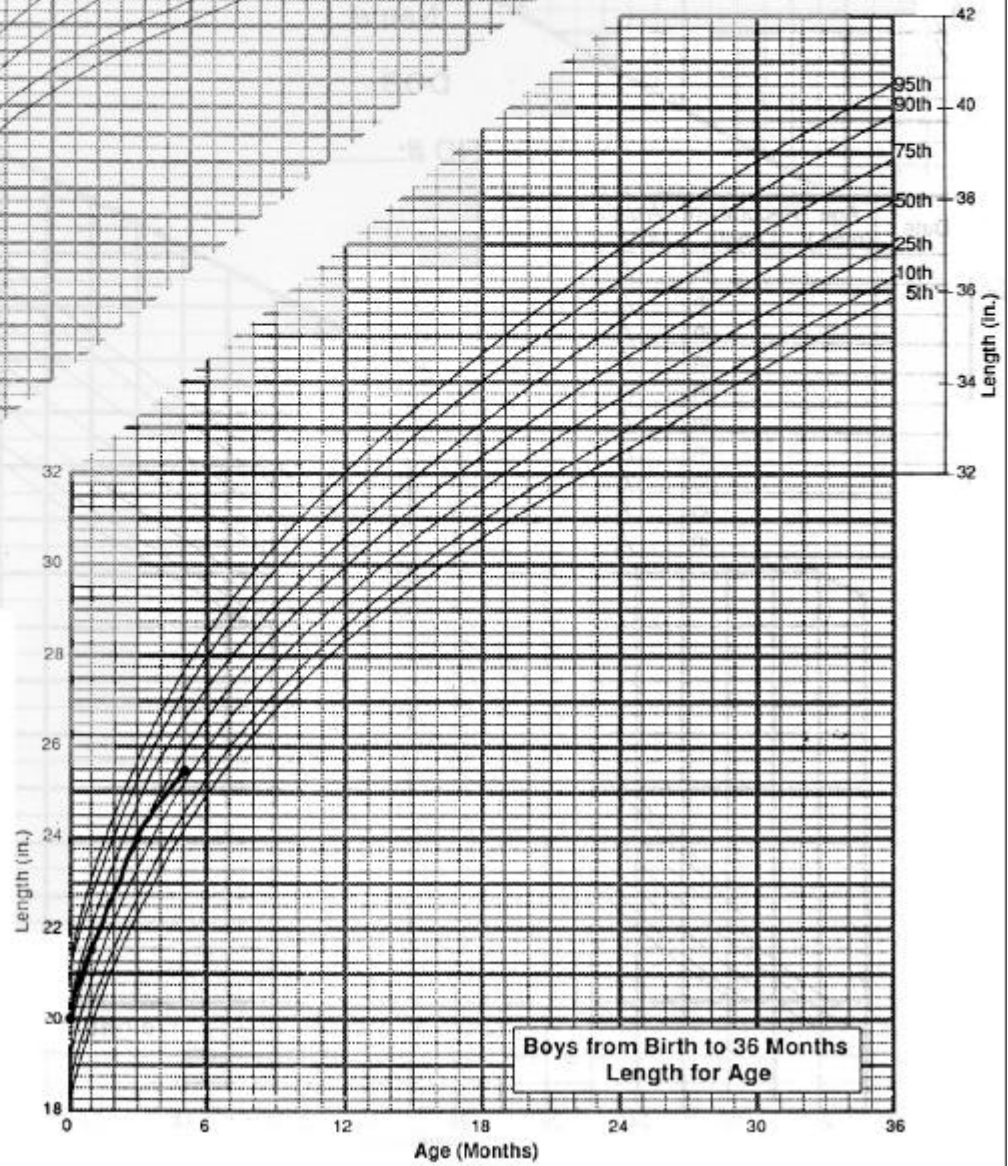


Date	Age (mos.)	Recumbent Length	Weight (lbs/oz)	Head Circ.
2-1	0	20 in.	7/8	—
3-2	1	21 4/8 in.	9/2	—
5-2	3	24 in.	12/14	—
7-4	5	25 4/8 in.	14/12	—
9-1	7	26 6/8 in.	15/8	—
		in.	/	
		in.	/	
		in.	/	
		in.	/	
		in.	/	





Juan



## **Infant Growth Chart Activity**

**Review the growth chart for baby Juan. Answer the questions below.**

1. Plot the last point on the graphs and indicate what growth percentiles Juan fall in at this time?

\_\_\_\_\_ Weight for Length

\_\_\_\_\_ Weight for Age

\_\_\_\_\_ Length for Age

2. Describe, in your opinion, Juan's growth status?

3. List what other growth and development signs you would look for in baby Juan at his current age?

## Infant Growth Chart Activity

**Review the growth chart for baby Juan. Answer the questions below.**

1. What are Juan's growth percentiles?

on the 10<sup>th</sup> Weight for Length

just above the 10th Weight for Age

just above the 25th Length for Age

2. Describe, in your opinion, Juan's growth status?

Juan is showing a gradual decline in weight and length rate of growth. Concern that Juan's growth is faltering. Need to investigate nutritional causes and also ask about overall health. Investigate any changes in the home, with feedings, etc.

3. List what other growth and development signs you would look for in baby Sophie at her current age?

Juan is 7 months old. Should be able to sit without much support, eat pureed solid foods, possibly crawl or show interest in crawling by rocking or leaning to get on knees, roll over, reach for items, hold items in hands, swallow food by moving it to the back of his mouth, drink from a cup with help, start imitating like smiling back at parents, and say coos and goos.



## Nutrient Issues Before Six Months

**Objective:** Discuss the nutrient requirement for Vitamin D, Vitamin K, Vitamin B12, water and fat for an infant less than six months old.

**Instructions:**

1. Before hand draw the following chart on a flip chart paper:

Nutrient Issues Before 6 Months		
Vitamin D	Vitamin K	Vitamin B12
Water		Fat

2. If you have a large group, you may want to have several flip charts with the table above located at various locations in the room.
3. Have the attendees get into groups of 5 to 6.
4. Each group will be given five different colored post-it note pages.
5. The task is to write one nutrient per colored post-it note and to write two statements about the nutrient. This information will come from the telecast, the textbook and the training guide. For example on the yellow post-it note the group could write Vitamin D: 1. Helps calcium and phosphorous be absorbed, 2. Used to strengthen bones.
6. As soon as the group has two statements for all five nutrients someone in the group will run the five post-it notes to the flip chart page and post the notes in the appropriate column.
7. The first group to post their notes on the flip chart can be given an activity prize.
8. If time permits, you can review some of the statements written.

**Total Time:**

Approximately 5 minutes

**Materials Needed:**

- Flip chart paper
- Colored post-it notes
- Activity prizes
- Perspectives in Nutrition textbook

**Telecast Activity**

## Nutrient Issues After Six Months

**Objective:** Discuss the nutrient requirement for fluoride, iron, zinc and calcium for an infant older than six months.

**Instructions:**

1. Before hand write draw the following chart on a flip chart paper

Nutrient Issues After 6 Months	
Fluoride	Iron
Zinc	Calcium

2. If you have a large group, you may want to have several flip charts with the table above located at various locations in the room.
3. Have the attendees get into groups of 4 to 5.
4. Each group will be using four different colored post-it note pages.
5. The task is to write one nutrient per colored post-it note and to write two statements about the nutrient. This information will come from the telecast, the textbook and the training guide.
6. As soon as the group has two statements for all four nutrients someone in the group will run the four post-it notes to the flip chart page and post the notes in the appropriate column.
7. The first group to post their notes on the flip chart can be given an activity prize.
8. If time permits, you can review some of the statements written.

**Total Time:**

Approximately 5 minutes

**Materials Needed:**

- Flip chart paper
- Colored post-it notes
- Activity prizes
- Perspectives in Nutrition textbook

**Telecast Activity**

## **Infant Feeding Recommendations**

### **Word search game**

**Objectives:** List at least 5 infant feeding recommendations.

**Instructions:**

1. Ask attendees to complete the word search game.
2. They can work in pairs or individually.

**Total Time:**

4 minutes

**Materials Needed:**

- The Infant Feeding Recommendation word search game found in training guide

## A Baby's Diet -Word search

S	N	G	I	S	Y	T	E	I	T	A	S	E	R	D
D	E	P	P	O	H	C	Y	L	E	N	I	F	Z	P
O	I	U	W	T	Y	E	N	O	H	O	N	G	X	A
O	J	A	C	C	K	B	N	Q	Z	F	G	N	K	Z
F	U	M	B	R	E	A	S	T	M	I	L	K	T	J
H	I	Y	L	S	E	L	V	A	R	I	E	T	Y	W
C	C	N	Q	A	X	G	D	C	G	R	F	X	A	S
I	E	Y	G	F	K	Q	N	Q	M	V	O	Q	L	U
R	I	B	B	E	D	Y	X	U	N	E	O	P	Q	U
N	N	F	V	W	R	M	A	S	H	E	D	O	H	W
O	C	C	H	A	I	F	O	C	C	R	S	G	F	E
R	U	Z	O	T	M	Q	O	Z	J	M	M	E	J	U
I	P	U	R	E	E	D	F	O	O	D	S	N	C	A
L	S	V	D	R	D	E	J	K	D	L	U	K	N	T
Y	K	S	T	P	R	Y	A	U	P	S	T	Z	C	Q

Find the following words:

Breastmilk  
Finely Chopped  
Finger Foods  
Hunger Cues  
Iron Rich Foods

Juice in Cup  
Mashed  
No Honey  
Pureed Foods  
Safe Water

Satiety Signs  
Single Foods  
Variety

# A Baby's Diet

## Word search - Answer Key

S	N	G	I	S	Y	T	E	I	T	A	S	E	R	D
D	E	P	P	O	H	C	Y	L	E	N	I	F	Z	P
O	I	U	W	T	Y	E	N	O	H	O	N	G	X	A
O	J	A	C	C	K	B	N	Q	Z	F	G	N	K	Z
F	U	M	B	R	E	A	S	T	M	I	L	K	T	J
H	I	Y	L	S	E	L	V	A	R	I	E	T	Y	W
C	C	N	Q	A	X	G	D	C	G	R	F	X	A	S
I	E	Y	G	F	K	Q	N	Q	M	V	O	Q	L	U
R	I	B	B	E	D	Y	X	U	N	E	O	P	Q	U
N	N	F	V	W	R	M	A	S	H	E	D	O	H	W
O	C	C	H	A	I	F	O	C	C	R	S	G	F	E
R	U	Z	O	T	M	Q	O	Z	J	M	M	E	J	U
I	P	U	R	E	E	D	F	O	O	D	S	N	C	A
L	S	V	D	R	D	E	J	K	D	L	U	K	N	T
Y	K	S	T	P	R	Y	A	U	P	S	T	Z	C	Q

Find the following words:

Breastmilk  
Finely Chopped  
Finger Foods  
Hunger Cues  
Iron Rich Foods

Juice in Cup  
Mashed  
No Honey  
Pureed Foods  
Safe Water

Satiety Signs  
Single Foods  
Variety

## **When to Refer Crossword puzzle**

**Objective:** Define commonly used terms used by nutrition staff.

**Instructions:**

1. Ask attendees to complete the crossword puzzle.
2. They can work in pairs or individually.

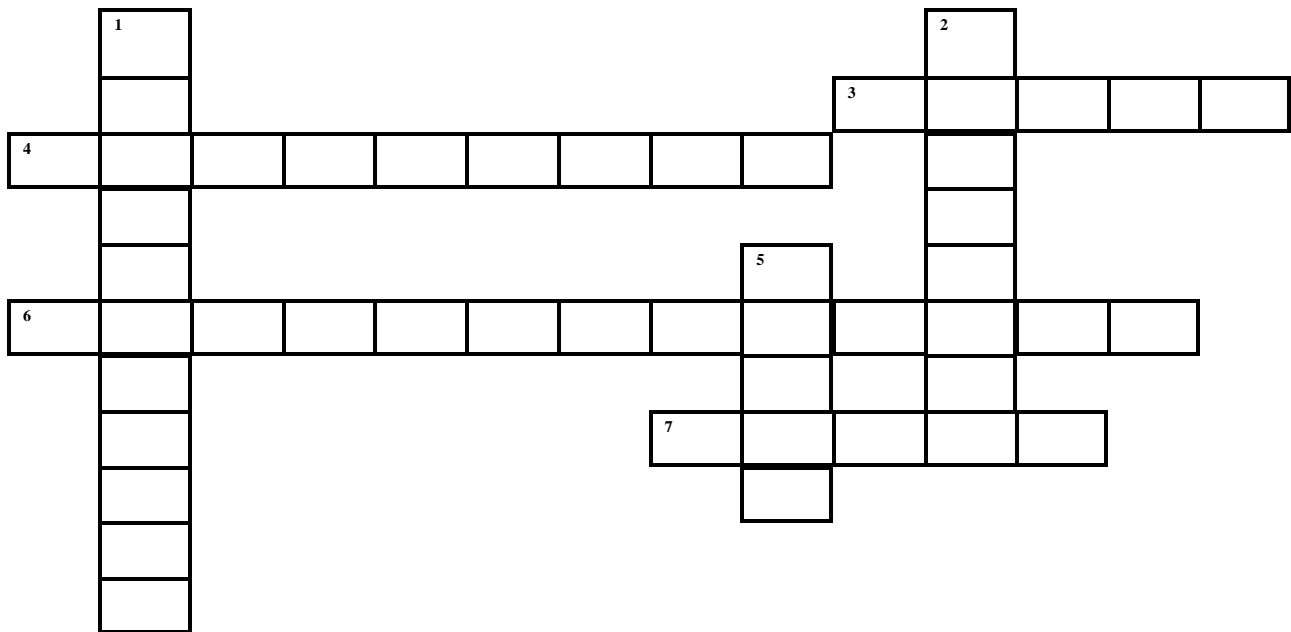
**Total Time:**

5 minutes

**Materials Needed:**

- The When to Refer Crossword puzzle found in training guide
- A plan and/or device for the winning pair to announce they are first

## When to Refer an Infant Crossword Puzzle



### ACROSS

3. Refer if baby's breathing is too \_\_\_\_\_.
- 4 The professional who is ultimately responsible for the baby's health.
6. Refer a mom and baby to a lactation consultant when there are \_\_\_\_\_ problems.
7. Refer to a doctor if \_\_\_\_\_ is greater than 100.5.

### DOWN

1. The condition when baby is low on fluids.
2. The condition when a baby cannot get rid of enough bilirubin.
3. When in doubt, what do you do?

[illegible]

**DOWN**

7. Refer to a doctor if \_\_\_\_\_ is greater than 100.5.



# Bright Ideas

**Objective:** Explain the 10 bright idea steps.

**Instructions:**

Part 1

1. Define the purpose of Bright Ideas to the class
2. Instruct the class to write down what bright ideas were demonstrated or discussed in the video tape
3. Show the video

Part 2

1. After the video have the class share the Bright Ideas they noticed in the video.
2. Write the classes comments on a flip chart.

**Total Time:**

30 minutes

**Materials Needed:**

- Counseling tape by Colorado State WIC
- Bright Idea table in training guide.
- Your notes to present the 10 Bright Ideas
- Flip chart
- Colored markers

## Bright Ideas for Nutrition Educators

When counseling and teaching...

1.	Look like an especially nice person!
2.	Accept that it's natural for the participant to ask, "What's in it for me?" Make your message valuable to them?
3.	Avoid making a participant feel defensive.
4.	Help the participant solve or prevent problems. Don't "teach nutrition".
5.	Cover just two, or maybe three, main points.
6.	Illustrate your points to help the participant learn.
7.	Find out the participant's solution.
8.	Help participant set small, achievable goals.
9.	Provide participant with frequent, positive feedback and support.
10.	Let the participant wrap it up by telling you what she plans to do.

## **Developmental Stages During Infancy**

**Objective:** Identify developmental signs that have an influence on nutrition recommendations.

### **Instructions:**

#### **Part 1**

1. Have attendees work in groups of 4-5.
2. Each group will choose 2 developmental signs.
3. For each sign indicate what age it usually occurs and how it might influence what nutrition messages a counselor gives to parents.

**(approximately 7 minutes)**

#### **Part 2**

1. Each group will illustrate each of the signs on a flip chart. Do not use any words.
2. One at a time, each group will display their illustrations in the front of the class.
3. The class will first guess what developmental signs the illustrations represent and how it impacts nutrition recommendations for infants.
4. After the class has guessed, the group will tell the class what the illustrations represent and what nutrition messages are influenced by this new milestone.

**(Approximately 13 minutes)**

### **Total Time:**

20 minutes

### **Materials:**

- Developmental Stages During Infancy worksheet in training guide
- Flip chart paper
- Colorful markers
- Tape for posting the flip chart paper

**Post-Workshop Activity**

## Developmental Stages During Infancy

**Complete a developmental table for an infant. Indicate how each developmental skill you listed can impact what nutrition messages you give parents.**

**Infant's Name:** \_\_\_\_\_

<b>Developmental Sign</b>	<b>Age of the Baby</b>	<b>Influence on a Current Nutrition Message</b>
<b>Example:</b> Baby is sleeping all the time	newborns - the first couple months of life.	It is normal for a newborn to sleep 16 to 18 hours or so a day. What's important is to nurse the baby at least 8 times/day or give at least 20 oz of formula/day.

## **Composition of Breastmilk**

**Objective:** List two protective factors in human milk and explain how each factor protects the infant.

### **Instructions:**

#### **Part 1**

1. Have the trainees divide into groups of five to six.
2. Provide each group with a piece of flip chart paper and some markers.
3. Explain to the trainees that they all work for on a Public Health campaign. Each group is to design an advertising campaign geared at promoting breastfeeding.
4. The groups will have 10 minutes to develop their campaign. The campaign can use any form of the media, i.e., newspaper, TV, radio, billboard.

**( 10 Minutes)**

#### **Part 2**

1. After completion of the activity, each group will choose a spokes person who can share the campaign with the entire class.
2. Once all the groups have presented, discuss with the class how the various campaigns can be incorporated into their WIC clinics.

**(8-10 minutes depending on the size of the group)**

### **Total Time:**

Approximately 20 minutes

### **Materials:**

- Flip chart paper
- Markers

**Post-Workshop Activity**

## **Resources and Referrals**

**Objective:** Identify situations which warrant a referral to a physician and/or a lactation consultant.

### **Instructions:**

#### **Part 1**

1. The attendees will be writing a case study.
2. Have the attendees get into groups of 5 to 6.
3. The group will be using the Case Study Worksheet - Part 1.
4. The group will come up with an infant name and age. The infant's age range needs to be between newborn to 12 months old.
5. The group will use the information presented today to come up with a situation which would warrant referring the infant to either a lactation consultant, a physician, the WIC Nutritionist or any other appropriate person or agency.
6. The group will write down 2 of the 10 Bright Ideas which should be incorporated when counseling the mother of this infant.
7. Each group will find another group to trade case studies with.

**(Approximately 10 Minutes)**

#### **Part 2**

1. Each group will read the case given to them and answer the Case Study Part 2 worksheet.

**(Approximately 8-10 minutes)**

#### **Part 3**

1. Each group will get back with the group who wrote their case study and discuss what was decided.

**(Approximately 5 minutes)**

### **Total Time:**

Approximately 25 minutes

### **Materials Needed:**

- Case Study Part 1 handout found in training guide
- Case Study Part 2 handout found in the training guide

**Post-Workshop Activity**

## **Case Study Worksheet - Part 1**

**Infant's Name:**

**Infant's Age:**

**Infant's Situation:**

**2 Bright Idea Concepts to incorporate into the counseling session:**

1.

2.

## **Case Study - Part 2**

1. What would you counsel the mother on?
2. What resources would you use to counsel the mother?
3. When should the infant be referred?
4. Who would you refer the infant to?
5. Discuss how you would incorporate the 2 Bright Ideas into your counseling session.



## Bright Ideas for Nutrition Educators

When counseling and teaching...

	1. Look like an especially nice person!
	2. Accept that it's natural for the participant to ask, "What's in it for me?" Make your message valuable to them?
	3. Avoid making a participant feel defensive.
	4. Help the participant solve or prevent problems. Don't "teach nutrition".
	5. Cover just two, or maybe three, main points.
	6. Illustrate your points to help the participant learn.
	7. Find out the participant's solution.
	8. Help participant set small, achievable goals.
	9. Provide participant with frequent, positive feedback and support.
	10. Let the participant wrap it up by telling you what she plans to do.

# PROGRAM EVALUATION SUMMARY

Title of Educational Activity: Sound Bites of Nutrition: Infant Nutrition

Date: December 1, 1999

## **COURSE EVALUATION** *(Enter number responses for each number.)*

1. Objective 1 was met. 1 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
2 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
3 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
4 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
5 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
\_\_\_\_\_ AVERAGE

2. Objective 2 was met. 1 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
2 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
3 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
4 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
5 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
\_\_\_\_\_ AVERAGE

3. Objective 3 was met. 1 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
2 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
3 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
4 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
5 \_\_\_\_\_ TOTAL \_\_\_\_\_  
—  
\_\_\_\_\_ AVERAGE

4. Objective 4 was met.	1	TOTAL
	—	
	2	TOTAL
	—	
	3	TOTAL
	—	
	4	TOTAL
	—	
	5	TOTAL
	—	
	_____	AVERAGE

5. Objective 5 was met.	1	TOTAL
	—	
	2	TOTAL
	—	
	3	TOTAL
	—	
	4	TOTAL
	—	
	5	TOTAL
	—	
	_____	AVERAGE

6. Objective 6 was met.

1

TOTAL

—

2

TOTAL

—

3

TOTAL

—

4

TOTAL

—

5

TOTAL

—

—

AVERAGE

7. Objective 7 was met.

1

TOTAL

—

2

TOTAL

—

3

TOTAL

—

4

TOTAL

—

5

TOTAL

—

—

AVERAGE

8. Objective 8 was met.

1

TOTAL

—

2

TOTAL

—

3

TOTAL

—

4

TOTAL

—

5

TOTAL

—

—

AVERAGE

9. Objective 9 was met.

1

TOTAL

—

2	_____	TOTAL
—	_____	
3	_____	TOTAL
—	_____	
4	_____	TOTAL
—	_____	
5	_____	TOTAL
—	_____	
_____	AVERAGE	

10. Objective 10 was met.

1	_____	
	TOTAL	_____
2	_____	TOTAL
—	_____	
3	_____	TOTAL
—	_____	
4	_____	TOTAL
—	_____	
5	_____	TOTAL
—	_____	
_____	AVERAGE	

11. Objective 11 was met. 1 \_\_\_\_\_

TOTAL \_\_\_\_\_

2 \_\_\_\_\_ TOTAL \_\_\_\_\_

—

3 \_\_\_\_\_ TOTAL \_\_\_\_\_

—

4 \_\_\_\_\_ TOTAL \_\_\_\_\_

—

5 \_\_\_\_\_ TOTAL \_\_\_\_\_

—

\_\_\_\_\_ AVERAGE

12. Level of content was appropriate.

1 \_\_\_\_\_ TOTAL \_\_\_\_\_

2 \_\_\_\_\_ TOTAL \_\_\_\_\_

3 \_\_\_\_\_ TOTAL \_\_\_\_\_

4 \_\_\_\_\_ TOTAL \_\_\_\_\_

5 \_\_\_\_\_ TOTAL \_\_\_\_\_

\_\_\_\_\_ AVERAGE

13. Handouts were effective.

1 \_\_\_\_\_ TOTAL \_\_\_\_\_

2 \_\_\_\_\_ TOTAL \_\_\_\_\_

3 \_\_\_\_\_ TOTAL \_\_\_\_\_

4 \_\_\_\_\_ TOTAL \_\_\_\_\_

5 \_\_\_\_\_ TOTAL \_\_\_\_\_

\_\_\_\_\_ AVERAGE

14. The objectives were relevant to the overall purpose/goal(s) of the program.

1 \_\_\_\_\_ TOTAL \_\_\_\_\_

2 \_\_\_\_\_ TOTAL \_\_\_\_\_

3 \_\_\_\_\_ TOTAL \_\_\_\_\_

4 \_\_\_\_\_ TOTAL \_\_\_\_\_

5 \_\_\_\_\_ TOTAL \_\_\_\_\_

\_\_\_\_\_ AVERAGE

**Comments/Suggestions:**

**FACILITIES/ARRANGEMENTS**

15. The physical facilities were conducive to learning.

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

**Comments/Suggestions:**

**PRESENTERS**

On-Site Presenter (enter name): \_\_\_\_\_

## 16. Knowledge, expertise &amp; currency of topic

1	_____	TOTAL
2	_____	TOTAL
3	_____	TOTAL
4	_____	TOTAL
5	_____	TOTAL
_____ AVERAGE		

## 17. Choice of teaching methods

1	_____	TOTAL
2	_____	TOTAL
3	_____	TOTAL
4	_____	TOTAL
5	_____	TOTAL
_____ AVERAGE		

## 18. Ability to make points clear

1	_____	TOTAL
2	_____	TOTAL
3	_____	TOTAL
4	_____	TOTAL
5	_____	TOTAL
_____ AVERAGE		

## 19. Response to questions/discussion

1	_____	TOTAL
2	_____	TOTAL
3	_____	TOTAL
4	_____	TOTAL
5	_____	TOTAL
_____ AVERAGE		

**Comments/Suggestions:**



Name of Presenter: **Elizabeth Bruns**

20. Knowledge, expertise & currency of topic

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

21. Ability to make points clear

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

22. Response to questions/discussion

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

**Comments/Suggestions:**

Name of Presenter: **Shirley Ellis**

23. Knowledge, expertise & currency of topic

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____	AVERAGE

24. Choice of teaching methods

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____	AVERAGE

25. Ability to make points clear

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____	AVERAGE

26. Response to questions/discussion

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____	AVERAGE

**Comments/Suggestions:**

Name of Presenter: **Nancy Liedtke**

27. Knowledge, expertise & currency of topic

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

28. Choice of teaching methods

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

29. Ability to make points clear

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

30. Response to questions/discussion

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

**Comments/Suggestions:**

Name of Presenter: **Linda Prentice, MD**

31. Knowledge, expertise & currency of topic

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

32. Choice of teaching methods

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

33. Ability to make points clear

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

34. Response to questions/discussion

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

**Comments/Suggestions:**

Name of Presenter: **Julianne Fry** (*Lab Scientist - written by Nancy Liedtke*)

35. Knowledge, expertise & currency of topic

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

36. Choice of teaching methods

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

37. Ability to make points clear

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

**Comments/Suggestions:**

Name of Presenter: **Valery Victory Cattetorie** (*Kitchen Chef - written by Shirley Ellis*)

38. Knowledge, expertise & currency of topic

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

39. Choice of teaching methods

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

40. Ability to make points clear

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

**Comments/Suggestions:**

Name of Presenter: **Rachel Edwards** (*counseling drama - written by Elizabeth Bruns*)

41. Knowledge, expertise & currency of topic

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL

\_\_\_\_\_ AVERAGE

42. Choice of teaching methods

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL

\_\_\_\_\_ AVERAGE

43. Ability to make points clear

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL

\_\_\_\_\_ AVERAGE

**Comments/Suggestions:**

Name of Presenter: **Janet Rourke and Victoria Cummings** (*Nutrition News Break*)

44. Knowledge, expertise & currency of topic

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

45. Choice of teaching methods

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

46. Ability to make points clear

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL
_____ AVERAGE	

**Comments/Suggestions:**



47. Overall, I would rate this workshop as:

1	TOTAL
2	TOTAL
3	TOTAL
4	TOTAL
5	TOTAL

\_\_\_\_\_ AVERAGE

48. I would recommend to my co-workers:

# Yes	# No	# Not Applicable
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL

_____	_____	_____
-------	-------	-------

b. Attendance of a future workshop presented by this (these) instructor(s).

# Yes	# No	# Not Applicable
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL

_____	_____	_____
-------	-------	-------

General Comments: